

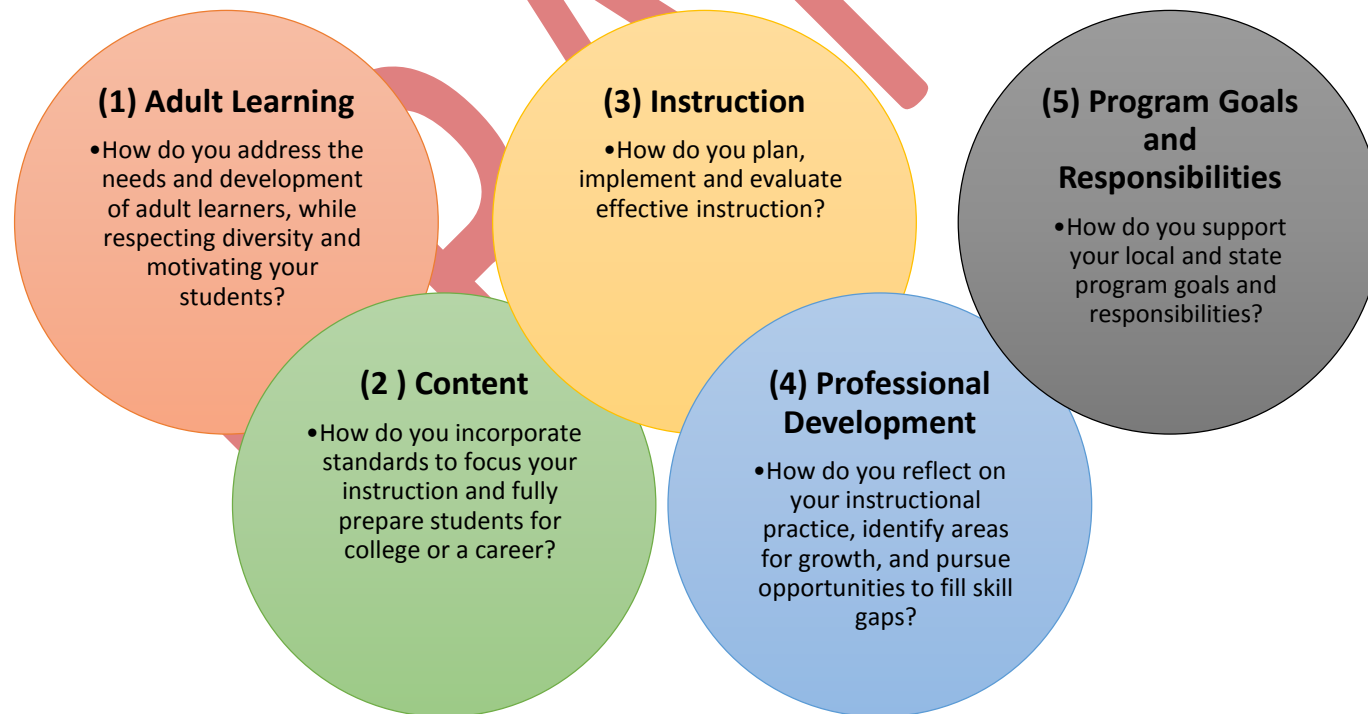
## Teacher Competencies Self-Reflection Tool

### Purpose of this Tool

The Indiana Adult Education (INAE) Teacher Competencies Framework fosters and supports teacher growth and establishes a continuum for professional development. Within the framework, performance indicators are provided in levels to enable IN AE professionals to measure and evaluate their performance and growth. Adult Education Teachers are strongly encouraged to consistently use this self-reflection tool to identify and evaluate areas of professional proficiency. The latest version of the competencies can be accessed at: <http://www.amplifyae.org/view/in-ae-teacher-competencies>.

### Self-Assessment and Reflection Forms

This tool has been developed for IN AE teacher self-assessment, self-reflection, and professional growth planning. It is neither designed nor intended to be used by supervisors as an employee rating tool. A scale of 1-3 is provided for teachers to use in evaluating their skills in essential performance areas. Teachers will use this tool to compare their current practices to the performance indicators in each benchmark. By self-reflecting on this comparison, IN AE professionals can generate growth plans to continuously improve on benchmark skills in the five competency areas listed below.



Competency areas reflect the general scope of knowledge and skill that IN AE teachers are expected to develop. Contained within each Competency area are Benchmarks. Benchmarks are objectives that teachers are expected to incorporate in their practice. Within each Benchmark teachers are provided with Indicators. Indicators are specific to the teacher's level of growth/performance: Emerging and Developing, Proficient, or Teacher Leader. Indicators are the most specific and measurable components of the framework. Each Indicator reflects specific best practices that teachers should strive to exhibit at specific proficiency levels.

### **Level 1: Emerging and Developing Teachers**

- Teachers who are brand new to teaching and/or new to adult education OR teachers who are still developing core skills within the field of adult education.
- Performance indicators associated with this level are considered the "core" knowledge, skills, and tasks expected of Indiana Adult Education Teachers.

### **Level 2: Proficient Teachers**

- Proficient teachers have progressed beyond level 1 performance indicators and are extending their knowledge and skills.
- Teachers at this level are more proactive, prepared, and can more readily synthesize and incorporate multiple facets of quality instruction.

### **Level 3: Teacher Leaders**

- Teacher leaders, mentors, and professional developers.
- Teachers at this level are strategic thinkers and advocates for progression and growth. They are masters of their craft and leaders within their program.

**Competency 1: Adult Learning**

**Instructors understand adult learning and development and respect the diversity of the students they teach.**

Effective AE teachers recognize the importance of understanding the fundamental differences between adult students and younger learners. Adult learners bring their motivations, experiences, beliefs, and perceptions to the classroom. A critical aspect of the IN AE educator's professional development is understanding and applying andragogy, which is the art and science of helping adults to learn.

*Self-Assessment*

As you consider the following Benchmarks and their Performance Indicators, please use the space following each row of Indicators to record specifics about how you address the Indicator in your classroom. If the Indicator is not applicable to your classroom, record how you would address the Indicator if it were to become applicable. For each Benchmark, you must rate your knowledge, skill, and performance. This aspect of the self-assessment is crucial to Professional Development and should be carefully considered. If you believe that your current level of skill and practice for the Benchmark is that of an Emerging and Developing Teacher, you should place a 1 in the Overall Benchmark Proficiency Level column. A 2 indicates that you feel that you are a Proficient Teacher regarding the Benchmark, and, if you feel that your proficiency in regard to the Benchmark places you in the Teacher Leader category, you would enter a 3. Be aware that teachers may find that they are at different levels of proficiency in different Benchmarks.

<b>Competency 1: Adult Learning</b> <b>Instructors understand adult learning and development and respect the diversity of the students they teach.</b>					
Benchmark	Level 1: Performance Indicators For Emerging and Developing Teachers	Level 2: Performance Indicators for Proficient Teachers	Level 3: Performance Indicators for Teacher Leaders	Additional comments, thoughts, or notes	Overall Benchmark Proficiency Level (1-3)
<b>1.1: Instructors are aware of the diverse backgrounds, skills, and cultures of adult learners, and avoid bias and generalizations.</b>	1.1.1a: Use activities and/or diagnostic tools to gain knowledge of student backgrounds and experiences <input type="checkbox"/>	1.1.1b: Design activities and to gain knowledge of student backgrounds and experiences <input type="checkbox"/>	<i>Under Development</i>		
	1.1.2a: Review student registration information to build knowledge of student background and skills <input type="checkbox"/>	1.1.2b: Modify lessons or instructional activities to include subjects or materials that relate to student <input type="checkbox"/>	<i>Under Development</i>		

		background and skills, and experiences			
	1.1.3a: Review student TABE scores to identify a student's academic skills <input type="checkbox"/>	1.1.3b: Design lessons that provide differentiation options based on student TABE scores <input type="checkbox"/>	<i>Under Development</i>		
	1.1.4a: Verbally acknowledge student backgrounds and experiences and incorporate these experiences into instruction <input type="checkbox"/>	1.1.4b: Provide options for students to select activities that best incorporate their own backgrounds and experiences <input type="checkbox"/>	<i>Under Development</i>		
	1.1.5a: Identify and address bias in the classroom including bias found in materials, bias used by students, and bias based on personal beliefs <input type="checkbox"/>	1.1.5b: Modify materials, lessons and activities to ensure bias is proactively identified and potential teachable moments are captured <input type="checkbox"/>	<i>Under Development</i>		
<b>1.2: Instructors understand and accommodate for multiple learning styles and incorporate learning acquisition</b>	1.2.1a: Select or implement lesson plans and classroom management strategies directed towards adult learners <input type="checkbox"/>	1.2.1b: Design or adjust lesson plans and classroom management strategies that support adult learners and encourage their growth and development <input type="checkbox"/>	<i>Under Development</i>		

<b>principles into instruction.</b>	1.2.2a: Administer <input type="checkbox"/> learning style inventories and/or diagnostic assessments to ascertain individual learning styles	1.2.2b: Use learning <input type="checkbox"/> style inventories and/or diagnostic assessments results to modify or design lessons and activities that support individual learning styles	<i>Under Development</i>		
	1.2.3a: Deliver <input type="checkbox"/> instruction in multiple formats, tailoring strategies to meet the individual needs of students	1.2.3b: Make on the <input type="checkbox"/> spot modifications in instructional delivery to meet the individual needs of students	<i>Under Development</i>		
	1.2.4a: Identify <input type="checkbox"/> students who need additional support or resources and seek appropriate assistance to optimize that student's learning experience	1.2.4b: Adjust <input type="checkbox"/> instructional strategies for students needing additional support or resources; follow up with students referred to supportive resources	<i>Under Development</i>		
	1.2.5a: Incorporate <input type="checkbox"/> principles of learning acquisition (recency, frequency, elaborative processing, etc.) into daily instruction	1.2.5b: Design <input type="checkbox"/> lessons that optimize learning by incorporating principles of learning acquisition	<i>Under Development</i>		
<b>1.3: Instructors assist students with identifying and resolving barriers, and</b>	1.3.1a: Review <input type="checkbox"/> student registration information to identify	1.3.1b: Conduct <input type="checkbox"/> informational interviews with students to ascertain	<i>Under Development</i>		

<b>refer students to supportive services as needed.</b>	potential or existing barriers	potential or existing barriers			
	1.3.2a: Record student goals and next steps in individual student learning plans <input type="checkbox"/>	1.3.2b: Revisit individual student learning plans to ascertain student progress in achieving goals and overcoming barriers; make revisions where appropriate <input type="checkbox"/>	<i>Under Development</i>		
	1.3.3a: Refer students to appropriate resources and supportive services as needed <input type="checkbox"/>	1.3.3b: Follow up on resource and supportive service referrals, ensuring students are receiving support and making progress in overcoming identified barriers <input type="checkbox"/>	<i>Under Development</i>		
	1.3.4a: Identify, research, and observe empowerment methods that coach students in overcoming barriers <input type="checkbox"/>	1.3.4b: Use empowerment methods to coach students in overcoming barriers <input type="checkbox"/>	<i>Under Development</i>		
<b>1.4: Instructors provide a safe and consistent instructional environment</b>	1.4.1a: Provide an environment that encourages participation and interaction <input type="checkbox"/>	1.4.1b: Design lessons that solicit student feedback, encourage questioning, and promote <input type="checkbox"/>	<i>Under Development</i>		

<b>that fosters a classroom culture of respect and collaboration.</b>		collaboration and discussion			
	1.4.2a: Discuss classroom norms and expectations with students <input type="checkbox"/>	1.4.2b: Collaborate with students to formalize classroom norms and expectations <input type="checkbox"/>	Under Development		
	1.4.3a: Encourage students to support each other during the learning process <input type="checkbox"/>	1.4.3b: Use strategies that encourage students to support each other through peer evaluation and teamwork <input type="checkbox"/>	Under Development		
	1.4.4a: Use a variety of strategies that encourage student collaboration <input type="checkbox"/>	1.4.4b: Use grouping strategies that provide opportunities for independent, paired, small group, and whole class learning <input type="checkbox"/>	Under Development		
	1.4.5a: Model behaviors that support an environment that celebrates growth and successes <input type="checkbox"/>	1.4.5b: Explicitly teach behaviors that foster a culture of respect and collaboration <input type="checkbox"/>	Under Development		
<b>1.5: Instructors motivate adult learners with challenging and relevant instruction and provide</b>	1.5.1a: Provide students with a self-monitoring tool to track their own academic progress <input type="checkbox"/>	1.5.1b: Motivate and challenge students by using self-monitoring tools to inform conversations about academic progress <input type="checkbox"/>	Under Development		

<b>prompt, effective feedback.</b>	1.5.2a: Modify lessons to ensure relevance of content to students' goals, experiences, and interests <input type="checkbox"/>	1.5.2b: Provide students with opportunities to select activities, content and materials relevant to their goals, experiences, and interests <input type="checkbox"/>	<i>Under Development</i>		
	1.5.3a: Modify lessons and materials to ensure students are appropriately challenged <input type="checkbox"/>	1.5.3b Design and modify lessons to address multiple levels of Webb's Depth of Knowledge <input type="checkbox"/>	<i>Under Development</i>		
	1.5.4a: Provide immediate and frequent feedback to students <input type="checkbox"/>	1.5.4b: Use assessments to inform development of learning objectives <input type="checkbox"/>	<i>Under Development</i>		
<b>1.6: Instructors support and encourage students in becoming self-directed learners, going beyond the students' perception of their own limitations.</b>	1.6.1a: Assist students with identifying long and short-term goals <input type="checkbox"/>	1.6.1b: Assist students with creating a plan to achieve long term career and academic goals beyond AE <input type="checkbox"/>	<i>Under Development</i>		
	1.6.2a: Monitor and update student learning plans with each student to support the development of student self-direction <input type="checkbox"/>	1.6.2b: Encourage students to interpret their progress and revise their goals when updating student learning plans <input type="checkbox"/>	<i>Under Development</i>		
	1.6.3a: Use activities <input type="checkbox"/>	1.6.3b: Design or <input type="checkbox"/>	<i>Under Development</i>		



	and encourage behaviors that reinforce self-direction in students	modify activities that reinforce self-direction in students			
	1.6.4a: Use successes to encourage students to realize their full potential <input type="checkbox"/>	1.6.4b: Employ strengths-based strategies to help students overcome perceptions of their own limitations <input type="checkbox"/>	Under Development		

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Refer to your self-assessment for each Benchmark above and enter the Benchmark Code for each in the appropriate section below. Record the total number of benchmarks documented at each level at the bottom of the chart. Your current proficiency level for this competency is determined by considering the total number of entries at each level. *A total of **five** or more Benchmarks at a particular developmental level indicates that you are operating at that level.* For example, if you have three benchmarks at level one and three at level two you are progressing towards level two but not quite there. Your designation would be level one.

Please record the benchmark codes you identified at each proficiency level for the six Adult Learning Competency Benchmarks:

#	Level 1: Emerging and Developing	Level 2: Proficient	Level 3: Teacher Leader	NA
1				
2				
3				
4				
5				
6				
Total:				

Please indicate your overall competency rating: (circle one)

Level 1: Emerging and Developing

Level 2: Proficient

Level 3: Teacher Leader

**Journal/Self-Reflection: Adult Learning Competency**

In this section you will reflect on your self-assessment and consider areas, methods, and plans for improvement. Please respond to at least two of the following questions, though you are encouraged to respond to more. Additionally, space is provided for you to pose and respond to questions that you create.

1. Did any of your ratings surprise you? Which ones? Why?
2. Which aspect of your ratings do you feel it is most important to improve upon immediately? Why?
3. How will your growth in this competency benefit your students?
4. How will you document growth in this competency?



**Competency 2: Content**

**Instructors demonstrate command of the content areas and associated standards for which they have instructional responsibility.**

Adult learners have expectations that their teachers are skilled, knowledgeable, and effective. INAE teachers recognize and acknowledge their responsibility to be experts in their content area and its delivery. They consistently conduct research and actively seek out information to expand their knowledge base.

*Self-Assessment*

As you consider the following Benchmarks and their Performance Indicators, please use the space following each row of Indicators to record specifics about how you address the Indicator in your classroom. If the Indicator is not applicable to your classroom, record how you would address the Indicator if it were to become applicable. For each Benchmark, you must rate your knowledge, skill, and performance. This aspect of the self-assessment is crucial to Professional Development and should be carefully considered. If you believe that your current level of skill and practice for the Benchmark is that of an Emerging and Developing Teacher, you should place a 1 in the Overall Benchmark Proficiency Level column. A 2 indicates that you feel that you are a Proficient Teacher regarding the Benchmark, and, if you feel that your proficiency in regard to the Benchmark places you in the Teacher Leader category, you would enter a 3. Be aware that teachers may find that they are at different levels of proficiency in different Benchmarks.

Competency 2: Content					
Instructors demonstrate command of the content areas and associated standards for which they have instructional responsibility.					
Benchmark	Level 1: Performance Indicators For Emerging and Developing Teachers	Level 2: Performance Indicators for Proficient Teachers	Level 3: Performance Indicators for Teacher Leaders	Additional comments, thoughts, or notes	Overall Benchmark Proficiency Level (1-3)
<b>2.1: Using reflective practice, instructors develop and maintain a knowledge base in content areas</b>	2.1.1a: Access and understand content standards applicable to your teaching <input type="checkbox"/>	2.1.1b: Integrate applicable content standards into instructional planning, making modifications where necessary <input type="checkbox"/>	<i>Under Development</i>		
	2.1.2a: Use reflective practice to identify gaps in content knowledge <input type="checkbox"/>	2.1.2b: Identify cross curricular concepts that support content knowledge <input type="checkbox"/>	<i>Under Development</i>		

<b>applicable to their teaching.</b>	2.1.3a: Develop content knowledge to address identified gaps <input type="checkbox"/>	2.1.3b: Develop cross curricular content knowledge to enhance and support existing knowledge base <input type="checkbox"/>	<i>Under Development</i>		
	2.1.4a: Maintain and update content knowledge through self-direction and professional development activities <input type="checkbox"/>	2.1.4b: Synthesize and evaluate the relevancy and applicability of information learned and share acquired content knowledge with colleagues <input type="checkbox"/>	<i>Under Development</i>		
<b>2.2: Instructors develop and maintain knowledge of and skill in current and available technology.</b>	2.2.1a: Use individual professional development plan to identify gaps in technology knowledge/skill <input type="checkbox"/>	2.2.1b: Address identified gaps in technology knowledge/skill through professional development and self-directed activities <input type="checkbox"/>	<i>Under Development</i>		
	2.2.2a: Create a list of technology available to you and your students <input type="checkbox"/>	2.2.2b: Integrate available technology into classroom instruction and distance learning where appropriate <input type="checkbox"/>	<i>Under Development</i>		
	2.2.3a: Find, use, and share with students additional technology-based software tools and applications that support student learning <input type="checkbox"/>	2.2.3b: Incorporate appropriate technology-based software tools and applications into lesson plans to enhance student learning <input type="checkbox"/>	<i>Under Development</i>		
<b>2.3: Instructors demonstrate a deep</b>	2.3.1a: Work with a mentor to identify core content knowledge for instructional focus <input type="checkbox"/>	2.3.1b: Utilize deep understanding of content knowledge to narrow <input type="checkbox"/>	<i>Under Development</i>		

<b>understanding of content by identifying areas of instructional focus, scaffolding and sequencing standards-based curriculum.</b>		instructional focus and identify core content areas			
	2.3.2a: Work with a mentor to identify and follow appropriate scaffolding of content <input type="checkbox"/>	2.3.2b: Demonstrate deep understanding of content knowledge by appropriately scaffolding students into and out of specific lessons <input type="checkbox"/>	<i>Under Development</i>		
	2.3.3a: Work with a mentor to identify and follow appropriate sequencing of content <input type="checkbox"/>	2.3.3b: Demonstrate deep understanding of content by effectively sequencing content for optimal instruction <input type="checkbox"/>	<i>Under Development</i>		
<b>2.4: Instructors prepare students for transitions by blending content, real life application and college and career ready skills.</b>	2.4.1a: Explicitly teach college and career ready skills <input type="checkbox"/>	2.4.1b: Design and modify existing curriculum to incorporate college and career ready skills <input type="checkbox"/>	<i>Under Development</i>		
	2.4.2a: Work with a mentor to identify areas for subject integration to enhance meaning of content <input type="checkbox"/>	2.4.2b: Incorporate subject integration into existing lesson plans and activities to enhance concept attainment <input type="checkbox"/>	<i>Under Development</i>		
	2.4.3a: Understand and communicate the purpose of various assessments in monitoring progress towards students' transitional goals <input type="checkbox"/>	2.4.3b: Appropriately administer various assessments based on students' transition goals <input type="checkbox"/>	<i>Under Development</i>		
	2.4.4a: Connect real world concepts to curriculum and instruction, highlighting <input type="checkbox"/>	2.4.4b: Design lessons and <input type="checkbox"/>	<i>Under Development</i>		

	student experiences and goals	activities that connect real world concepts, highlighting student experiences and goals			
	2.4.5a: Ensure students have taken career interests, skills, and values inventories <input type="checkbox"/>	2.4.5b: Interpret and discuss with students their career inventory results <input type="checkbox"/>	<i>Under Development</i>		
<b>2.5: Instructors know how to find, evaluate, and integrate content-related research, resources and materials.</b>	2.5.1a: Identify and obtain reliable content related resources and materials <input type="checkbox"/>	2.5.1b: Compile a resource library of vetted content related resources and materials <input type="checkbox"/>	<i>Under Development</i>		
	2.5.2a: Work with a mentor to evaluate the relevancy and quality of content-related research, resources, or materials <input type="checkbox"/>	2.5.2b: Independently evaluate the relevance and quality of content-related research, resources or materials <input type="checkbox"/>	<i>Under Development</i>		
	2.5.3a: Work with a mentor to effectively integrate content related research, resources or materials into classroom instruction <input type="checkbox"/>	2.5.3b: Independently integrate relevant content-related research, resources or materials into existing lesson plans and curricula <input type="checkbox"/>	<i>Under Development</i>		
<b>2.6: Instructors use breadth and depth of content understanding to explain concepts clearly and achieve</b>	2.6.1a: Explain basic concepts and content in a clear and precise manner <input type="checkbox"/>	2.6.1b: Explain complex concepts and content in a clear and precise manner <input type="checkbox"/>	<i>Under Development</i>		
	2.6.2a: Adjust explanations of basic concepts and content to achieve student mastery <input type="checkbox"/>	2.6.2b: Adjust explanations of complex concepts and content to achieve student mastery <input type="checkbox"/>	<i>Under Development</i>		



<b>student understanding.</b>	2.6.3a: Provide checks for understanding, such as questioning, throughout lessons. <input type="checkbox"/>	2.6.3b: Use content driven formative assessments and increasingly complex questioning to check for student understanding <input type="checkbox"/>	<i>Under Development</i>		
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Refer to your self-assessment for each Benchmark above and enter the Benchmark Code for each in the appropriate section below. Record the total number of benchmarks documented at each level at the bottom of the chart. Your current proficiency level for this competency is determined by considering the total number of entries at each level. *A total of **five** or more Benchmarks at a particular developmental level indicates that you are operating at that level.* For example, if you have three benchmarks at level one and three at level two you are progressing towards level two but not quite there. Your designation would be level one.

Please record the benchmark codes you identified at each proficiency level for the six Content Competency Benchmarks:

#	Level 1: Emerging and Developing	Level 2: Proficient	Level 3: Teacher Leader	NA
1				
2				
3				
4				
5				
6				
<b>Total:</b>				

Please indicate your overall competency rating: (circle one)

Level 1: Emerging and Developing

Level 2: Proficient

Level 3: Teacher Leader

**Journal/Self-Reflection: Content Competency**

In this section you will reflect on your self-assessment and consider areas, methods, and plans for improvement. Please respond to at least two of the following questions, though you are encouraged to respond to more. Additionally, space is provided for you to pose and respond to questions that you create.

1. Did any of your ratings surprise you? Which ones? Why?
2. Which aspect of your ratings do you feel it is most important to improve upon immediately? Why?
3. How will your growth in this competency benefit your students?
4. How will you document growth in this competency?



**Competency 3: Instruction****Instructors plan, implement, and evaluate effective instruction.**

Effective IN AE teachers understand the value and importance of thorough and efficient planning of adult education classroom activities. Strategic planning, diverse implementation, and consistent evaluation of classroom activities are essential practices for IN AE adult educators, resulting in improved student performance and outcomes.

*Self-Assessment*

As you consider the following Benchmarks and their Performance Indicators, please use the space following each row of Indicators to record specifics about how you address the Indicator in your classroom. If the Indicator is not applicable to your classroom, record how you would address the Indicator if it were to become applicable. For each Benchmark, you must rate your knowledge, skill, and performance. This aspect of the self-assessment is crucial to Professional Development and should be carefully considered. If you believe that your current level of skill and practice for the Benchmark is that of an Emerging and Developing Teacher, you should place a 1 in the Overall Benchmark Proficiency Level column. A 2 indicates that you feel that you are a Proficient Teacher regarding the Benchmark, and, if you feel that your proficiency in regard to the Benchmark places you in the Teacher Leader category, you would enter a 3. Be aware that teachers may find that they are at different levels of proficiency in different Benchmarks.

<b>Competency 3: Instruction</b> Instructors plan, implement, and evaluate effective instruction.					
<b>Benchmark</b>	<b>Level 1: Performance Indicators For Emerging and Developing Teachers</b>	<b>Level 2: Performance Indicators for Proficient Teachers</b>	<b>Level 3: Performance Indicators for Teacher Leaders</b>	<b>Additional comments, thoughts, or notes</b>	<b>Overall Benchmark Proficiency Level (1-3)</b>
<b>3.1: Instructors use distance learning and/or hybrid instruction to increase participation in and access to adult education.</b>	3.1.1a: Assign and provide feedback on homework <input type="checkbox"/>	3.1.1b: Design homework projects that reinforce learning and deepen skill and knowledge acquisition outside of the AE classroom <input type="checkbox"/>	<i>Under Development</i>		
	3.1.2.a: Use available distance learning technology <input type="checkbox"/>	3.1.2b: Customize or create technology based distance learning content and assignments <input type="checkbox"/>	<i>Under Development</i>		

	3.1.3a: Work with a mentor to identify and implement opportunities for hybrid instruction <input type="checkbox"/>	3.1.3b: Individually identify and implement hybrid instruction to support and enhance student participation and engagement <input type="checkbox"/>	<i>Under Development</i>		
<b>3.2: Instructors support student development of current technology skills.</b>	3.2.1a: Assess students current technological skill level <input type="checkbox"/>	3.2.1b: Include development of appropriate technology skills in student learning plans <input type="checkbox"/>	<i>Under Development</i>		
	3.2.2a: Model and facilitate technology enhanced experiences that support learning objectives <input type="checkbox"/>	3.2.2b: Provide structured opportunities for students to engage in technology enhanced learning <input type="checkbox"/>	<i>Under Development</i>		
	3.2.3a: Encourage technology persistence with students <input type="checkbox"/>	3.2.3b: Support technology persistence with students by providing resources, supplemental instruction, or additional opportunities to develop technology skills <input type="checkbox"/>	<i>Under Development</i>		
<b>3.3: Instructors integrate available technology to support and enhance content and instruction.</b>	3.3.1a: Integrate interactive technology to reinforce instructional delivery <input type="checkbox"/>	3.3.1b: Design technology based activities to engage students and enhance instruction <input type="checkbox"/>	<i>Under Development</i>		
	3.3.2a: Integrate appropriate technology to highlight key learning concepts <input type="checkbox"/>	3.3.2b: Strategically incorporate technology that enhances conceptual <input type="checkbox"/>	<i>Under Development</i>		

		understanding and deepens student learning			
<b>3.4: Instructors design and implement standards-based lesson plans that reflect student goals and needs.</b>	3.4.1a: Work with a mentor to evaluate and select standards-based lesson plans that meet student skill levels, goals, and needs <input type="checkbox"/>	3.4.1b: Evaluate lesson plans for standards alignment and classroom applicability <input type="checkbox"/>	Under Development		
	3.4.2a: Use standards-based lesson plans to guide instructional practices <input type="checkbox"/>	3.4.2b: Modify standards-based lesson plans <input type="checkbox"/>	Under Development		
	3.4.3a: With a mentor to modify lesson plans to meet student skill levels, goals, and needs <input type="checkbox"/>	3.4.3b: Modify lesson plans to meet students skill levels, goals, and needs <input type="checkbox"/>	Under Development		
	3.4.4a: Use lesson plan learning objectives to guide instructional practices <input type="checkbox"/>	3.4.4b: Modify or extend lesson plan learning objectives to increase critical thinking and problem solving skills <input type="checkbox"/>	Under Development		
	3.4.5a: Identify prerequisite skills and knowledge required for specific lesson plans <input type="checkbox"/>	3.4.5b: Modify activities or assignments that address prerequisite skills and knowledge required for specific lesson plans <input type="checkbox"/>	Under Development		

<b>3.5: Instructors plan for and use strategies and pacing which best support content and are appropriate for adult learners.</b>	3.5.1a: Use <input type="checkbox"/> differentiated instruction options to support content and multiple student learning levels and styles	3.5.1b: Design <input type="checkbox"/> differentiated instruction options that support content and multiple student learning levels and styles	<i>Under Development</i>		
	3.5.2a: Consider <input type="checkbox"/> appropriate pace for instruction-based on concept complexity and student learning needs	3.5.2b: Adjust the pace of <input type="checkbox"/> instruction to ensure students are able to comprehend information while still being challenged	<i>Under Development</i>		
	3.5.3a: Use formative <input type="checkbox"/> assessments to gauge student comprehension	3.5.3b: Use formative <input type="checkbox"/> assessment results to strategically adjust instructional strategies and pacing	<i>Under Development</i>		
	3.5.4a: Use various <input type="checkbox"/> grouping strategies to support content mastery and student achievement	3.5.4b: Adjust grouping <input type="checkbox"/> strategies to improve content mastery and achievement	<i>Under Development</i>		
	3.5.5a: Work with a <input type="checkbox"/> mentor to identify alternative activities to scaffold students into and out of lessons	3.5.5b: Design and <input type="checkbox"/> implement alternative activities to scaffold students into and out of lessons	<i>Under Development</i>		
<b>3.6: Instructors regularly evaluate data from a variety</b>	3.6.1a: Regularly <input type="checkbox"/> access student performance and	3.6.1b: Utilize student <input type="checkbox"/> performance data from InTERS to make informed decisions when modifying instruction	<i>Under Development</i>		



<b>of sources to inform, evaluate, and modify instruction.</b>	engagement data from InTERS				
	3.6.2a: Work with a mentor to analyze assessment data and make instructional adjustments <input type="checkbox"/>	3.6.2b: Use diagnostic, formative and summative assessments to make informed, data-driven modifications to instruction <input type="checkbox"/>	<i>Under Development</i>		
	3.6.3a: Reflect on in-class observations of student understanding and engagement and identify instructional adjustments <input type="checkbox"/>	3.6.3b: Observe student understanding and engagement during instruction and make in class adjustments to pacing, content, and grouping <input type="checkbox"/>	<i>Under Development</i>		
	3.6.4a: Gather and review student feedback <input type="checkbox"/>	3.6.4.b: Use student feedback to make instructional adjustments and improve effectiveness <input type="checkbox"/>	<i>Under Development</i>		
<b>3.7: Instructors develop measurable standards-based objectives to design instruction that results in student mastery.</b>	3.7.1a: Work with a mentor to identify relevant and measurable standards-based objectives <input type="checkbox"/>	3.7.1b: Construct relevant and measurable standards-based objectives <input type="checkbox"/>	<i>Under Development</i>		
	3.7.2a: Communicate objectives to students <input type="checkbox"/>	3.7.2b: Articulate value and purpose of objectives to students to increase engagement <input type="checkbox"/>	<i>Under Development</i>		
	3.7.3a: Work with a mentor to develop <input type="checkbox"/>	3.7.3b: Use results of <input type="checkbox"/>	<i>Under Development</i>		

	formal or informal assessments that determine achievement of objectives	formal or informal assessments to revise learning objectives			
	3.7.4a: Align objectives to levels of cognitive demand <input type="checkbox"/>	3.7.4b: Extend objectives to address higher levels of cognitive demand and promote the development of critical thinking skills <input type="checkbox"/>	Under Development		
<b>3.8: Instructors design increasingly complex questions and use questioning techniques to check for understanding, promote higher order thinking skills, and encourage persistence.</b>	3.8.1a: Plan questions that assess student understanding <input type="checkbox"/>	3.8.1b: Construct questions that assess and extend/deepen student understanding at multiple levels of cognitive demand <input type="checkbox"/>	Under Development		
	3.8.2a: Identify questions to reinforce objectives at appropriate levels of cognitive demand <input type="checkbox"/>	3.8.2b: Construct questions to that deepen students' understanding of objectives at appropriate levels of cognitive demand <input type="checkbox"/>	Under Development		
	3.8.3a: Use varied question types and strategies that engage learners in concept attainment <input type="checkbox"/>	3.8.3b: Strategically plan varied question types and strategies to stimulate higher order thinking <input type="checkbox"/>	Under Development		

Refer to your self-assessment for each Benchmark above and enter the Benchmark Code for each in the appropriate section below. Record the total number of benchmarks documented at each level at the bottom of the chart. Your current proficiency level for this competency is determined by considering the total number of entries at each level. *A total of **seven** or more Benchmarks at a particular developmental level indicates that you are operating at that level.* For example, if you have three benchmarks at level one and five at level two you are progressing towards level two but not quite there. Your designation would be level one.

Please record the benchmark codes you identified at each proficiency level for the eight Instruction Competency Benchmarks:

#	Level 1: Emerging and Developing	Level 2: Proficient	Level 3: Teacher Leader	NA
1				
2				
3				
4				
5				
6				
7				
8				
Total:				

Please indicate your overall competency rating: (circle one)


Level 1: Emerging and Developing

Level 2: Proficient

Level 3: Teacher Leader

**Journal/Self-Reflection: Content Competency**

In this section you will reflect on your self-assessment and consider areas, methods, and plans for improvement. Please respond to at least two of the following questions, though you are encouraged to respond to more. Additionally, space is provided for you to pose and respond to questions that you create.

1. Did any of your ratings surprise you? Which ones? Why?
  2. Which aspect of your ratings do you feel it is most important to improve upon immediately? Why?
  3. How will your growth in this competency benefit your students?
  4. How will you document growth in this competency?
- 



**Competency 4: Professional Development**

**Instructors regularly pursue opportunities for professional development and growth, and actively participate in the AE community.**

IN AE teachers value education and recognize the importance of both life-long learning and professional development. They consistently engage in self-directed learning, active research, professional development and collaboration in order to stay informed of changes in education and contribute to the AE community.

*Self-Assessment*

As you consider the following Benchmarks and their Performance Indicators, please use the space following each row of Indicators to record specifics about how you address the Indicator in your classroom. If the Indicator is not applicable to your classroom, record how you would address the Indicator if it were to become applicable. For each Benchmark, you must rate your knowledge, skill, and performance. This aspect of the self-assessment is crucial to Professional Development and should be carefully considered. If you believe that your current level of skill and practice for the Benchmark is that of an Emerging and Developing Teacher, you should place a 1 in the Overall Benchmark Proficiency Level column. A 2 indicates that you feel that you are a Proficient Teacher regarding the Benchmark, and, if you feel that your proficiency in regard to the Benchmark places you in the Teacher Leader category, you would enter a 3. Be aware that teachers may find that they are at different levels of proficiency in different Benchmarks.

**Competency 4: Professional Development and Growth**

Instructors regularly pursue opportunities for professional development and growth, and actively participate in the AE community.

Benchmark	Level 1: Performance Indicators For Emerging and Developing Teachers	Level 2: Performance Indicators for Proficient Teachers	Level 3: Performance Indicators for Teacher Leaders	Additional comments, thoughts, or notes	Overall Benchmark Proficiency Level (1-3)
<b>4.1: Instructors complete required professional development offerings</b>	4.1.1a: Complete DWD IN AE Teacher Training 101 including online modules <input type="checkbox"/>	4.1.1b: Attend at least one DWD sponsored professional development offering every program year <input type="checkbox"/>	Under Development		
	4.1.2a: Complete local program orientation requirements <input type="checkbox"/>	4.1.2b: Attend all professional development activities required by the local program or region <input type="checkbox"/>	Under Development		
	4.1.3a: Complete <input type="checkbox"/>	4.1.3b: Complete <input type="checkbox"/>	Under Development		

	InTERS Teacher Website training	additional InTERS related training offerings (101, 102, Reports training)			
	4.1.4a: Complete at least one NRS approved assessment instrument training <input type="checkbox"/>	4.1.4b: Complete training on other (non-NRS required) assessments (i.e. ICE, Accuplacer, Compass, WIN, WorkKeys, etc.) <input type="checkbox"/>	Under Development		
<b>4.2: Instructors identify professional development needs, create and implement a plan, and evaluate effectiveness.</b>	4.2.1a: Complete Teacher Competencies Self-Reflection Tool <input type="checkbox"/>	4.2.1b: Revisit and update Teacher Competencies Self-Reflection Tool at least twice a year <input type="checkbox"/>	Under Development		
	4.2.2a: Work with a mentor to identify areas for growth and development <input type="checkbox"/>	4.2.2.b: Using the Self-Reflection Tool, identify areas for growth and choose appropriate professional development <input type="checkbox"/>	Under Development		
	4.2.3a: Complete a personal professional development plan <input type="checkbox"/>	4.2.3b: Revise personal professional development plan based on identified areas for growth and development <input type="checkbox"/>	Under Development		
	4.2.4a: Create and maintain professional development portfolio <input type="checkbox"/>	4.2.4b: Build upon and extend professional development portfolio <input type="checkbox"/>	Under Development		
	4.2.5a: Use reflective practice to evaluate the effectiveness of professional development <input type="checkbox"/>	4.2.5b: Evaluate the effectiveness of professional development based on classroom <input type="checkbox"/>	Under Development		

		implementation and observation			
<b>4.3: Instructors engage in continuous and purposeful professional development that supports student achievement.</b>	4.3.1a: Complete <input type="checkbox"/> professional development that supports student achievement	4.3.1b: Implement <input type="checkbox"/> classroom strategies learned through PD to better support student achievement	Under Development		
	4.3.2a: Work with a <input type="checkbox"/> mentor to anticipate how professional development choices will impact student learning	4.3.2b: Make strategic <input type="checkbox"/> professional development choices based on intended impact on student learning	Under Development		
	4.3.3a: Work with a <input type="checkbox"/> mentor to identify data points that help examine impact of professional development choices on student performance	4.3.3b: Monitor student <input type="checkbox"/> work and achievement data to evaluate the effectiveness of aligned Professional Development choices	Under Development		
<b>4.4: Instructors reflect upon and apply knowledge and skills acquired during professional development opportunities.</b>	4.4.1a: With a mentor, <input type="checkbox"/> reflect to compare current practices to new methods, techniques, and strategies acquired in PD	4.4.1b: Independently <input type="checkbox"/> reflect to compare current practice to new methods, techniques, and strategies acquired in PD	Under Development		
	4.4.2a: Discuss with <input type="checkbox"/> colleagues, mentor, or administrator knowledge and skills learned during PD	4.4.2b: Formally <input type="checkbox"/> collaborate with colleagues to implement knowledge and skills learned during PD	Under Development		



	4.4.3a: Work with a <input type="checkbox"/> mentor to develop action steps for implementation of methods, knowledge, activities, or skills learned during PD	4.4.3b: Develop action <input type="checkbox"/> steps for implementation of methods, knowledge, activities, or skills learned during PD	<i>Under Development</i>		
	4.4.4a: Work with a <input type="checkbox"/> mentor to modify lesson plans and materials to reflect knowledge and skills acquired during PD	4.4.4b: Modify lesson <input type="checkbox"/> plans and materials to reflect knowledge and skills acquired during PD	<i>Under Development</i>		
	4.4.5a: Invite peers, <input type="checkbox"/> mentors or administrators to observe implementation of new techniques or strategies	4.4.5b: Actively <input type="checkbox"/> participate in peer observations when incorporating new techniques and strategies	<i>Under Development</i>		
<b>4.5: Instructors actively pursue opportunities to collaborate with peers, program leadership, and other communities relevant to adult education.</b>	4.5.1a: Participate in <input type="checkbox"/> activities and networking events during local and state professional development; share work contact information with others	4.5.1b: Build and <input type="checkbox"/> maintain professional connections initiated during Professional Development activities and events to strengthen professional network and learning communities	<i>Under Development</i>		
	4.5.2a: Obtain <input type="checkbox"/> membership in an AE or related professional organizations	4.5.2b: Participate <input type="checkbox"/> regularly in events sponsored by AE or related professional organizations	<i>Under Development</i>		

	4.5.3a: Join a community of practice or other forum that share adult education resources and best practices <input type="checkbox"/>	4.5.3b: Communicate and share resources with colleagues via a community of practice or other forum <input type="checkbox"/>	<i>Under Development</i>		
	4.5.4a: Observe a proficient teacher instructing a standards-based lesson <input type="checkbox"/>	4.5.4b: Participate regularly in a peer evaluation system that supports collaboration, growth, and development <input type="checkbox"/>	<i>Under Development</i>		
	4.5.5a: Co-create a lesson or materials with a mentor or other proficient teacher <input type="checkbox"/>	4.5.5b: Co-create a strand of curriculum or sequence of lessons with colleague(s) <input type="checkbox"/>	<i>Under Development</i>		

Refer to your self-assessment for each Benchmark above and enter the Benchmark Code for each in the appropriate section below. Record the total number of benchmarks documented at each level at the bottom of the chart. Your current proficiency level for this competency is determined by considering the total number of entries at each level. *A total of **five** or more Benchmarks at a particular developmental level indicates that you are operating at that level.* For example, if you have three benchmarks at level one and three at level two you are progressing towards level two but not quite there. Your designation would be level one.

Please record the benchmark codes you identified at each proficiency level for the six Professional Development Competency Benchmarks:

#	Level 1: Emerging and Developing	Level 2: Proficient	Level 3: Teacher Leader	NA
1				
2				
3				
4				
5				
6				
<b>Total:</b>				

**Please indicate your overall competency rating: (circle one)**

*Level 1: Emerging and Developing*

*Level 2: Proficient*

*Level 3: Teacher Leader*

**Journal/Self-Reflection: Professional Development Competency**

In this section, you will reflect on your self-assessment and consider areas, methods, and plans for improvement. Please respond to at least two of the following questions, though you are encouraged to respond to more. Additionally, space is provided for you to pose and respond to questions that you create.

1. Did any of your ratings surprise you? Which ones? Why?
2. Which aspect of your ratings do you feel it is most important to improve upon immediately? Why?
3. How will your growth in this competency benefit your students?
4. How will you document growth in this competency?



**Competency 5: Program Goals and Responsibilities**

**Instructors understand and support local and state program goals and responsibilities.**

IN AE teachers recognize and value local and state program goals. They understand and support the collective purpose of over-arching educational program planning and actively further those goals in their classrooms.

*Self-Assessment*

As you consider the following Benchmarks and their Performance Indicators, please use the space following each row of Indicators to record specifics about how you address the Indicator in your classroom. If the Indicator is not applicable to your classroom, record how you would address the Indicator if it were to become applicable. For each Benchmark, you must rate your knowledge, skill, and performance. This aspect of the self-assessment is crucial to Professional Development and should be carefully considered. If you believe that your current level of skill and practice for the Benchmark is that of an Emerging and Developing Teacher, you should place a 1 in the Overall Benchmark Proficiency Level column. A 2 indicates that you feel that you are a Proficient Teacher regarding the Benchmark, and, if you feel that your proficiency in regard to the Benchmark places you in the Teacher Leader category, you would enter a 3. Be aware that teachers may find that they are at different levels of proficiency in different Benchmarks.

**Competency 5: Program Goals and Responsibilities**

Instructors understand and support local and state program goals and responsibilities.

Benchmark	Level 1: Performance Indicators For Emerging and Developing Teachers	Level 2: Performance Indicators for Proficient Teachers	Level 3: Performance Indicators for Teacher Leaders	Additional comments, thoughts, or notes	Overall Benchmark Proficiency Level (1-3)
<b>5.1: Instructors understand and follow local, state, and federal policies and procedures.</b>	5.1.1a: Locate, read, <input type="checkbox"/> and store the following IN Adult Education Policies: <ul style="list-style-type: none"> <li>• Program Standards Policy</li> <li>• Staff Qualifications and Development Policy</li> <li>• Adult Education Distance Learning Policy</li> </ul>	5.1.1b: Know, be able to <input type="checkbox"/> explain, and follow IN Adult Education Policies from 5.1.1.a	<i>Under Development</i>		

	<ul style="list-style-type: none"> <li>Education Data Collection and Reporting Policy</li> <li>Assessment Policy for Adult Education</li> <li>WorkINDiana Policy</li> </ul>				
	5.1.2a: Locate, read, and store applicable program policies and procedures <input type="checkbox"/>	5.1.2b: Implement rules and procedures outlined in applicable program policies <input type="checkbox"/>	Under Development		
	5.1.3a: Locate, read, and store WorkINDiana guidance documents and promotional materials; make available to students information regarding local WorkINDiana program opportunities <input type="checkbox"/>	5.1.3b: Strategically incorporate WorkINDiana guidance documents and promotional materials into instruction and student goal setting <input type="checkbox"/>	Under Development		
	5.1.4a: Locate, read and store local referral policies and procedures; make information available to students regarding external supportive services <input type="checkbox"/>	5.1.4b: Follow local referral policies and procedures; strategically share information regarding external supportive services with students <input type="checkbox"/>	Under Development		
<b>5.2: Instructors maintain and report accurate data, and use</b>	5.2.1a: Accurately enter student data into InTERS in a timely manner <input type="checkbox"/>	5.2.1b: Locate and correct data entry errors in InTERS <input type="checkbox"/>	Under Development		

<b>data to guide decisions for classroom and program improvement</b>	5.2.2a: Access student intake, attendance and testing data in InTERS and work with a mentor to discuss implications <input type="checkbox"/>	5.2.2b: Utilize student intake, attendance and testing data from InTERS to guide decisions for classroom and program improvement <input type="checkbox"/>	<i>Under Development</i>		
	5.2.3a: Access data from other sources (ICE, Diagnostic Assessments, etc.) and work with a mentor to discuss implications <input type="checkbox"/>	5.2.3b: Utilize data from other sources (ICE, Diagnostic Assessments, etc.) to guide decisions for classroom program improvement <input type="checkbox"/>	<i>Under Development</i>		
<b>5.3: Instructors follow ethical procedures for administering assessment instruments and maintain confidentiality</b>	5.3.1a: Locate, read, and store testing procedures and policies <input type="checkbox"/>	5.3.1b: Follow testing procedures and policies to create optimal testing environments <input type="checkbox"/>	<i>Under Development</i>		
	5.3.2a: Follow test administration instructions <input type="checkbox"/>	5.3.2b: Recognize when accommodations are appropriate/required and follow test administration instructions for accommodations <input type="checkbox"/>	<i>Under Development</i>		
	5.3.3a: Follow guidelines to maintain test security and confidentiality <input type="checkbox"/>	5.3.3b: Take steps to prevent potential test confidentiality and security breaches <input type="checkbox"/>	<i>Under Development</i>		
<b>5.4: Instructors understand state and</b>	5.4.1a: Locate, read <input type="checkbox"/>	5.4.1b: Align professional practices to state and program mission and vision statements <input type="checkbox"/>	<i>Under Development</i>		



<b>program priorities</b>	and store state and program mission and vision statements				
	5.4.2a: Share state and program mission and vision statements with students <input type="checkbox"/>	5.4.2b: Create a classroom culture that supports and explains state and program vision and vision with students <input type="checkbox"/>	<i>Under Development</i>		
	5.4.3a: Work with a mentor to identify how classroom practices and instruction support state and program goals <input type="checkbox"/>	5.4.3b: Make adjustments to classroom practices and instruction to better support state and program goals <input type="checkbox"/>	<i>Under Development</i>		
<b>5.5: Instructors accept personal responsibility for job performance.</b>	5.5.1a: Meet job attendance requirements <input type="checkbox"/>	5.5.1b: Create a plan for and communicate scheduling changes to supervisor, colleagues and students, ensuring sufficient and advanced notification <input type="checkbox"/>	<i>Under Development</i>		
	5.5.2a: Comply with written job descriptions or other standards/directives <input type="checkbox"/>	5.5.2b: Practice self-reflection to continuously evaluate job performance and seek out feedback on job performance following reviews/evaluations <input type="checkbox"/>	<i>Under Development</i>		
	5.5.3a: Utilize organizational tools to manage time and work responsibilities <input type="checkbox"/>	5.5.3b: Make adjustments to time management and organizational practices to maximize job performance <input type="checkbox"/>	<i>Under Development</i>		

<b>5.6: Instructors demonstrate a positive working relationship with administration, colleagues, and community partners.</b>	5.6.1a: Work with a <input type="checkbox"/> mentor to evaluate and incorporate feedback from administrators, colleagues, and students	5.6.1b: Provide <input type="checkbox"/> constructive feedback to administrators, colleagues, and community partners	<i>Under Development</i>		
	5.6.2a: Attend local <input type="checkbox"/> staff meetings	5.6.2b: Contribute to local <input type="checkbox"/> staff meeting (ideas, feedback, etc.)	<i>Under Development</i>		
	5.6.3a: Visit and/or <input type="checkbox"/> network with a local WorkOne, literacy partner, postsecondary institution, or other community agency to gain familiarity and seek opportunities for collaboration	5.6.3b: Strategically <input type="checkbox"/> collaborate with partner organizations to increase student access to services that address their needs and goals	<i>Under Development</i>		

Refer to your self-assessment for each Benchmark above and enter the Benchmark Code for each in the appropriate section below. Record the total number of benchmarks documented at each level at the bottom of the chart. Your current proficiency level for this competency is determined by considering the total number of entries at each level. *A total of **five** or more Benchmarks at a particular developmental level indicates that you are operating at that level.* For example, if you have three benchmarks at level one and three at level two you are progressing towards level two but not quite there. Your designation would be level one.

Please record the benchmark codes you identified at each proficiency level for the six Program Goals and Responsibilities Competency Benchmarks:

#	Level 1: Emerging and Developing	Level 2: Proficient	Level 3: Teacher Leader	NA
1				
2				
3				
4				
5				
6				
<b>Total:</b>				

Please indicate your overall competency rating: (circle one)

Level 1: Emerging and Developing

Level 2: Proficient

Level 3: Teacher Leader

**Journal/Self-Reflection: Program Goals and Responsibilities Competency**

In this section, you will reflect on your self-assessment and consider areas, methods, and plans for improvement. Please respond to at least two of the following questions, though you are encouraged to respond to more. Additionally, space is provided for you to pose and respond to questions that you create.

1. Did any of your ratings surprise you? Which ones? Why?
2. Which aspect of your ratings do you feel it is most important to improve upon immediately? Why?
3. How will your growth in this competency benefit your students?
4. How will you document growth in this competency?



**Next Steps: Establishing & Implementing Growth Plans**

IN AE teachers recognize that Professional Development is a process rather than an event. Having completed the initial self-reflection, they will incorporate the lessons learned and address the questions raised to prioritize their plan for further development. Although no two plans will be identical, they will contain common elements. These will include specific, realistic, and measurable goals and timelines that clearly establish dates for initiation, milestone attainment, and completion. Strategic growth plans for teachers ultimately lead to student success. As a best practice, IN AE teachers should address their professional development plan at least quarterly, though it is encouraged to do so more frequently.

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